

# OREGON

	Oregon			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
<b>GOAL 1 Ready to Learn</b>								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)*	39%	36%	↑	37%	33%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	71%	73%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)	5%	5%	↔	7%	8%	↓	5-15%	3-13%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)	76%	81%	↑	76%	83%	↑	47-87%	57-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)	23	46	↑	■	■		16-68	14-96
<b>GOAL 2 School Completion</b>								
6. Has the high school completion rate increased? (1990 vs. 1997)	89%	75%	↓	86%	85%	↔	77-96%	75-95%
7. Has the high school dropout rate decreased? (1992 vs. 1997)*	—	—		■	■		3-12%	3-12%
<b>GOAL 3 Student Achievement and Citizenship</b>								
8. Reading: Has the percentage of students scoring at or above Proficient increased								
• in Grade 4? (1998)*	28%	—		31%	—		8-46%	—
• in Grade 8? (1998)	33%	—		33%	—		10-42%	—
9. Writing: Has the percentage of students scoring at or above Proficient increased								
• in Grade 8? (1998)	27%	—		27%	—		9-44%	—

## KEY

- ↑ Significantly better
- ↓ Significantly worse
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■ Comparable national data are not available.

— Data not available.

\* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

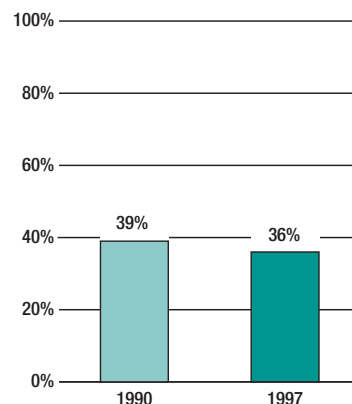
❖ See pages 245-246 for an explanation of statistical significance.

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### Children's Health Index

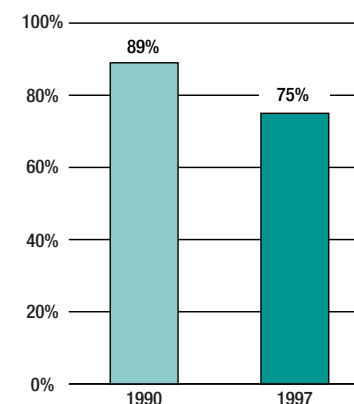
Percentage of infants born with 1 or more of 4 health risks<sup>1</sup> (Indicator 1)



<sup>1</sup> Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (Indicator 6)



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

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<b>GOAL 3 Student Achievement and Citizenship (continued)</b>								
10. Mathematics: Has the percentage of students scoring at or above Proficient increased								
• in Grade 4? (1996)*	21%	—		21%	—		3-31%	—
• in Grade 8? (1990 vs. 1996)*	21%	26%	↑	15%	24%	↑	1-27%	5-34%
11. Science: Has the percentage of students scoring at or above Proficient increased								
• in Grade 8? (1996)	32%	—		29%	—		5-41%	—
12. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1999)	40	50	↑	55	97	↑	9-177	19-244
<b>GOAL 4 Teacher Education and Professional Development</b>								
13. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	64%	59%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	97%	97%	↔	94%	93%	↓	91-100%	89-100%
14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	86%	—		85%	—		76-98%	—
15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	22%	—		16%	—		4-81%	—
16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	18%	18%	↔	22%	27%	↑	6-42%	7-48%

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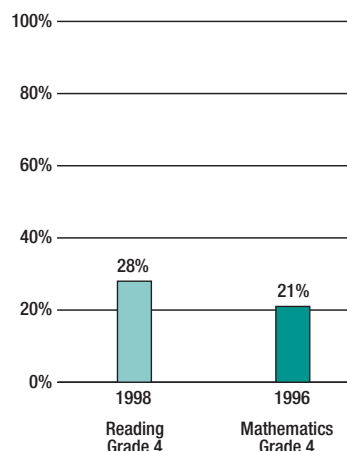
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❖ See pages 245-246 for an explanation of statistical significance. See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

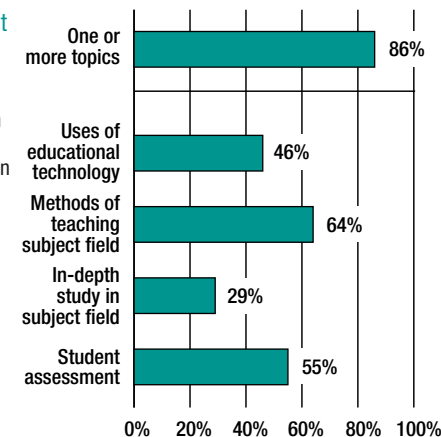
## Student Achievement

Percentage of public school students scoring at or above Proficient in reading and mathematics (Indicators 8 & 10)



## Professional Development

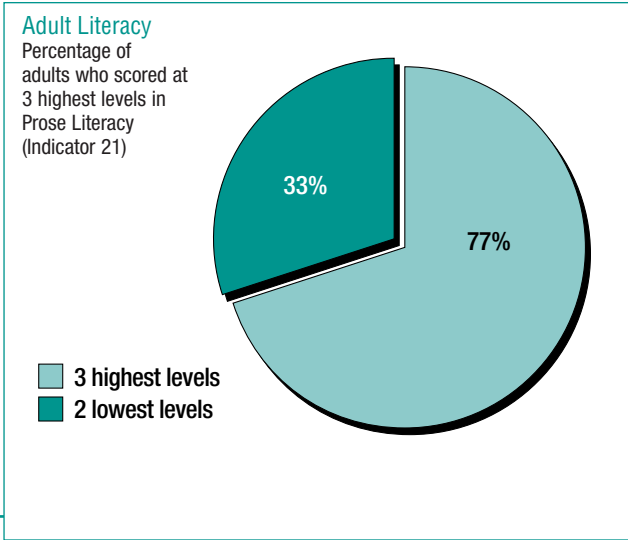
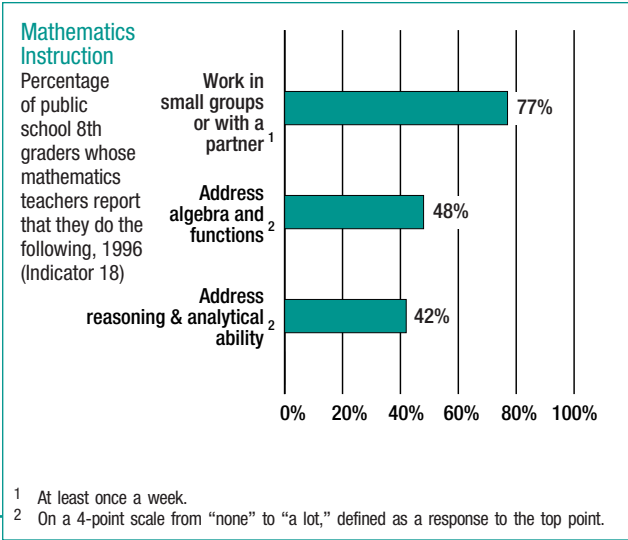
Percentage of public school teachers participating in professional development on the following topics<sup>1</sup>, 1994 (Indicator 14)



<sup>1</sup> Since the end of the previous school year.

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<b>GOAL 5 Mathematics and Science</b>								
17. Has the state's international standing improved in <ul style="list-style-type: none"><li>Grade 8 mathematics achievement? (1997)</li><li>Grade 8 science achievement? (1997)</li></ul>	8 out of 41 countries scored above Oregon 1 out of 41 countries scored above Oregon			20 out of 40 countries scored above the U.S. 9 out of 40 countries scored above the U.S.			6-38 countries	—
18. Has the percentage of public school 8th graders whose mathematics teachers report that they <ul style="list-style-type: none"><li>have students work in small groups or with a partner increased? (1996)</li><li>address algebra and functions increased? (1996)</li><li>address reasoning and analytical ability increased? (1996)</li></ul>	77%	—		66%	—		45-92%	—
	48%	—		57%	—		45-82%	—
	42%	—		52%	—		39-64%	—
19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)	35%	—		30%	—		7-54%	—
20. Has the percentage of mathematics and science degrees awarded to <ul style="list-style-type: none"><li>all students increased? (1991 vs. 1996)</li><li>minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)</li><li>female students increased? (1991 vs. 1996)</li></ul>	41%	47%	↑	39%	43%	↑	25-49%	16-54%
	41%	50%	↑	39%	40%	↑	22-64%	24-57%
	37%	45%	↑	35%	41%	↑	23-46%	15-52%
<b>GOAL 6 Adult Literacy and Lifelong Learning</b>								
21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	77%	—		52%	—		46-77%	—
22. Has the percentage of U.S. citizens who report that they <ul style="list-style-type: none"><li>registered to vote increased? (1988 vs. 1996)</li><li>voted increased? (1988 vs. 1996)</li></ul>	73%	76%	↔	70%	71%	↑	58-95%	61-91%
	65%	64%	↔	61%	58%	↓	50-74%	47-69%



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<b>GOAL 6 Adult Literacy and Lifelong Learning (continued)</b>								
23. Has postsecondary enrollment increased? (1992 vs. 1996)	54%	52%	↓	◆	◆		33-68%	40-73%
<b>GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools</b>								
24. Has student marijuana use decreased? (1991 vs. 1997)*	—	—		◆	◆		4-18%	12-35%
25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)*	—	—		◆	◆		17-43%	11-45%
26. Has the availability of drugs on school property decreased? (1993 vs. 1997)*	—	—		◆	◆		11-31%	15-42%
27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)*	—	—		◆	◆		6-15%	5-13%
28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)*	—	—		◆	◆		13-39%	11-34%
29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)*	—	—		◆	◆		8-18%	5-17%
30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)*	—	—		◆	◆		3-23%	3-13%
31. Has teacher victimization decreased? (1994)	13%	—		15%	—		8-26%	—
32. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	37%	57%	↓	37%	46%	↓	23-60%	33-65%
<b>GOAL 8 Parental Participation</b>								
33. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	19%	30%	↓	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	13%	12%	↔	◆	◆		4-22%	3-27%
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	12%	21%	↔	◆	◆		8-37%	12-50%

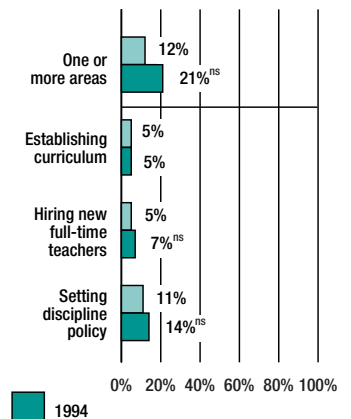
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## Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence<sup>1</sup> on the following areas of school policy (Indicator 34)



<sup>1</sup> On a 6-point scale from “no influence” to a “great deal of influence,” defined as a response to the top two points.

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